

Guinyard Elementary

125 Herlong Avenue
St. Matthews, SC 29135

Grades	PK-5 Elementary School	
Enrollment	576 Students	
Principal	Dr. Jacqueline Mayo	803-874-3314
Superintendent	Mr. James K. Westbury, Jr.	803-655-7310
Board Chair	Mr. Michael Drake	803-655-5034

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	18	73	39

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Unsatisfactory	No
2004	Average	Unsatisfactory	Yes
2005	Average	Below Average	Yes
2006	Average	Below Average	Yes

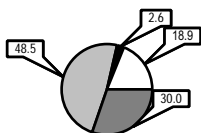
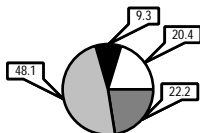
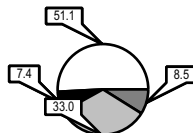
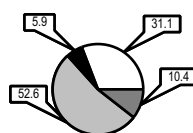
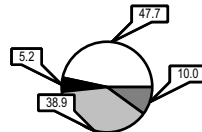
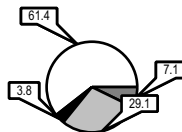
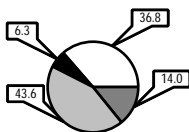
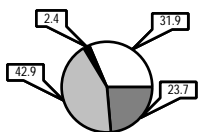
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	286	96.9	17.2	49.4	30.7	2.7	48.3	Yes	Yes
Gender									
Male	137	94.2	23.5	52.9	23.5	0.0	37.8	N/A	N/A
Female	149	99.3	12.0	46.5	36.6	4.9	57.0	N/A	N/A
Racial/Ethnic Group									
White	37	94.6	20.6	50.0	20.6	8.8	38.2	I/S	I/S
African American	243	97.1	17.2	49.8	31.2	1.8	48.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	258	100.0	15.2	49.2	32.8	2.9	50.4	N/A	N/A
Disabled	28	67.9	47.1	52.9	0.0	0.0	17.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	286	96.9	17.2	49.4	30.7	2.7	48.3	N/A	N/A
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	281	96.8	17.6	49.6	30.1	2.7	47.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	268	96.6	18.1	49.0	30.5	2.5	47.3	Yes	Yes
Full-pay meals	18	100.0	5.6	55.6	33.3	5.6	61.1	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	286	97.2	19.5	48.1	22.9	9.5	51.5	Yes	Yes
Gender									
Male	137	94.2	26.1	51.3	16.0	6.7	42.0	N/A	N/A
Female	149	100.0	14.0	45.5	28.7	11.9	59.4	N/A	N/A
Racial/Ethnic Group									
White	37	94.6	8.8	38.2	29.4	23.5	70.6	I/S	I/S
African American	243	97.5	21.6	50.5	21.2	6.8	47.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	258	100.0	18.9	47.5	23.4	10.2	52.9	N/A	N/A
Disabled	28	71.4	27.8	55.6	16.7	0.0	33.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	286	97.2	19.5	48.1	22.9	9.5	51.5	N/A	N/A
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	281	97.2	19.8	48.6	22.2	9.3	50.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	268	97.0	20.9	48.4	21.7	9.0	48.8	Yes	Yes
Full-pay meals	18	100.0	0.0	44.4	38.9	16.7	88.9	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	286	98.3	50.9	33.1	8.6	7.4	16.0
Gender							
Male	137	96.4	54.8	28.6	10.3	6.3	16.7
Female	149	100.0	47.6	37.1	7.0	8.4	15.4
Racial/Ethnic Group							
White	37	97.3	42.9	28.6	11.4	17.1	28.6
African American	243	98.4	53.1	33.3	7.9	5.7	13.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	258	100.0	47.5	35.7	9.0	7.8	16.8
Disabled	28	82.1	84.0	8.0	4.0	4.0	8.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	286	98.3	50.9	33.1	8.6	7.4	16.0
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	281	98.2	51.5	33.0	8.3	7.2	15.5
Socio-Economic Status							
Subsidized meals	268	98.1	52.6	31.9	8.0	7.6	15.5
Full-pay meals	18	100.0	27.8	50.0	16.7	5.6	22.2

Social Studies							
All Students	286	98.3	30.9	52.8	10.4	5.9	16.4
Gender							
Male	137	96.4	37.3	47.6	9.5	5.6	15.1
Female	149	100.0	25.2	57.3	11.2	6.3	17.5
Racial/Ethnic Group							
White	37	100.0	27.8	52.8	16.7	2.8	19.4
African American	243	97.9	32.2	52.4	9.3	6.2	15.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	258	100.0	27.5	54.5	11.5	6.6	18.0
Disabled	28	82.1	64.0	36.0	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	286	98.3	30.9	52.8	10.4	5.9	16.4
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	281	98.2	31.4	52.7	10.2	5.7	15.9
Socio-Economic Status							
Subsidized meals	268	98.1	32.7	51.0	10.4	6.0	16.3
Full-pay meals	18	100.0	5.6	77.8	11.1	5.6	16.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	112	98.2	9.4	42.5	46.2	1.9	48.1
	4	85	97.7	40.7	39.5	18.5	1.2	19.8
	5	121	97.5	42.6	44.3	12.2	0.9	13.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	102	100.0	4.2	43.8	47.9	4.2	52.1
	4	103	96.1	21.3	55.3	21.3	2.1	23.4
	5	81	93.8	29.6	49.3	19.7	1.4	21.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	112	97.3	22.9	50.5	19.0	7.6	26.7
	4	85	98.8	34.1	43.9	18.3	3.7	22.0
	5	121	97.5	22.6	54.8	11.3	11.3	22.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	102	100.0	8.3	42.7	34.4	14.6	49.0
	4	103	97.1	28.4	51.6	12.6	7.4	20.0
	5	81	93.8	22.5	50.7	21.1	5.6	26.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	112	100.0	47.2	43.5	7.4	1.9	9.3
	4	85	100.0	54.2	28.9	14.5	2.4	16.9
	5	121	97.5	59.1	25.2	10.4	5.2	15.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	102	100.0	38.5	37.5	12.5	11.5	24.0
	4	103	99.0	55.7	33.0	6.2	5.2	11.3
	5	81	95.1	60.5	27.6	6.6	5.3	11.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	112	100.0	25.9	61.1	10.2	2.8	13.0
	4	85	100.0	38.6	42.2	12.0	7.2	19.3
	5	121	97.5	50.4	33.0	10.4	6.1	16.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	102	100.0	17.7	57.3	17.7	7.3	25.0
	4	103	99.0	32.0	54.6	10.3	3.1	13.4
	5	81	95.1	46.1	44.7	1.3	7.9	9.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 576)				
First graders who attended full-day kindergarten	97.1%	Down from 100.0%	100.0%	100.0%
Retention rate	5.6%	Up from 1.3%	3.8%	2.8%
Attendance rate	96.3%	Up from 96.1%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.8%	Up from 1.9%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	2.8%	Up from 2.3%	0.0%	0.0%
Eligible for gifted and talented	3.8%	Down from 5.3%	3.8%	10.4%
On academic plans	0.0%	N/AV	49.0%	33.6%
On academic probation	0.0%	N/AV	2.4%	1.0%
With disabilities other than speech	3.7%	Up from 2.9%	7.2%	7.5%
Older than usual for grade	1.9%	Up from 1.5%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 5.1%	0.0%	0.0%
Teachers (n= 50)				
Teachers with advanced degrees	46.0%	Down from 50.0%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	2.2%	N/A	5.1%	2.4%
Teachers with emergency or provisional certificates	5.0%	Up from 2.6%	2.8%	0.0%
Teachers returning from previous year	80.9%	Up from 78.4%	83.1%	87.3%
Teacher attendance rate	94.3%	Down from 95.2%	94.6%	94.9%
Average teacher salary	\$43,353	Up 2.4%	\$41,326	\$42,485
Prof. development days/teacher	8.3 days	Up from 7.7 days	14.7 days	13.3 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Up from 14.9 to 1	16.4 to 1	18.6 to 1
Prime instructional time	89.6%	Down from 90.5%	88.4%	89.7%
Dollars spent per pupil*	\$6,712	Up 6.5%	\$7,752	\$6,557
Percent of expenditures for teacher salaries*	61.9%	Down from 65.8%	60.4%	64.0%
Percent of expenditures for instruction*	64.4%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	96.8%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	6.4%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2005-2006 school year was a very successful one for Guinyard Elementary. For the second year, we met the federal guidelines of Adequate Yearly Progress. Both our students and teachers worked very hard to accomplish this goal.

This school year our Montessori program was expanded. We now have two Montessori classes: a primary and an elementary.

We continue to provide intervention programs for our students. Our first through third grade students participated in literacy groups and Reading Mastery. Our fourth and fifth grade students received instruction from a reading specialist. Additionally, over one hundred students were served in our after-school program.

To meet the different learning styles of our students, Smartboards were purchased for all teachers in grades one through five. The Smartboards allowed teachers to bring the outside world into their classrooms.

Guinyard's faculty has had numerous opportunities for professional growth. Teachers were trained in Language for Learning, Calendar Math, Corrective Reading, Corrective Math, Waterford, and SuccessMaker. Also, as a faculty, we studied A Mind at a Time and 6 + 1 Traits of Writing.

Our students participated in many service-orientated activities. Some were postal workers, media helpers, safeties, and flag helpers. Others helped write a newspaper and a yearbook.

A highlight of the school year was the Celebration of the Arts. Students participated in a musical play, produced a PowerPoint presentation, and performed a musical selection on their recorders.

The regular academic curriculum was supplemented by field trips and assemblies. Some of our fourth and fifth grade students participated in the Boys 2 Men Club and the Rosebud Club.

The Guinyard staff is grateful for the support that we have received from our PTA, who purchased bikes for our students in honor of Bike Safety Week, and provided door prizes for our PACT and Family Literacy nights.

We appreciate all of the support that we have received from our district, parents, community, and students and look forward to an exciting new school year.

Delia Hasty, School Improvement Council
Dr. Jacqueline Mayo, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	40	77	48
Percent satisfied with learning environment	82.5%	86.7%	81.3%
Percent satisfied with social and physical environment	82.5%	80.3%	66.7%
Percent satisfied with school-home relations	57.5%	88.3%	82.6%

*Only students at the highest elementary school grade level at this school and their parents were included.